**Strategy Lesson Plan**

**Time: 30 min.**

**Co-Teachers: \_\_Karla Schweitzer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructional Strategy: \_\_\_Decision Making\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TPA Approved Lesson Plan Template**

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| **Desired Results** | | |
| **Co-Teaching: List the co-teaching style you’ll be using and why you have chosen this co-teaching method.**  Will not be using a co-teaching method. | **Learning Objective: Key Understanding(s) you intend students to obtain:**  How The caloric values of Fast Food compare to those of Fruits & Vegetables.  How the cost of fast food compares to grocery items.  How and why fast food items can be transformed into healthier versions.  How the fast food industry is affecting the economy and obesity in America. | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**  The caloric values of fruits and vegetables.  Healthy eating is actually cheaper.  The economy may be benefitting from fast food jobs but health issues are not as large of a concern.  Breaking down a fast food recipe is very simple and can make a very similar product that is healthier. | **What do you want students to be able to do?**  Transform fast food recipes into healthier versions.  Recognize the difference in cost between fast food and produce.  Indentify Caloric values of food items. | |
| **Group Accountability (Formative Evaluation)**  **How will you check to see whether your class has met your learning objectives?**  Class discussion and group work completion with determine whether they are obtaining the vital information. |  | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**  Calorie | **How will you teach this key vocabulary to enable students to meet the learning objective?** | |
| **What is/are the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  Why is it important to be able to identify caloric values of food items, and how can these items be reevaluated to make them healthier choices? | **~~How will you differentiate for all the learners~~.** | |
| **Materials/Resources Required:**  **Fast Food Comparison Worksheet**  **Fruits and Vegetables Caloric Value Powerpoint Slide**  **Videos**  **Fast Food Cost Website** | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Anticipatory Set : Watch Video  <http://www.youtube.com/watch?v=BOP-0Ka3lp8> | | 2 min |
| Fast Food Comparison Worksheet – Group Activity | | 5-7 min |
| Fast Food Menu item Transformation Activity | | 5 min |
| Fast Food Cost Comparison Discussion  <http://www.dailyspark.com/blog.asp?post=what_20_will_buy_at_the_drivethru_and_at_the_supermarket> | | 5 min |
| <http://www.youtube.com/watch?v=wnUllnfebZ8>  Watch Video and discuss Economy & Jobs vs. Obesity | | 10 min. |
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